

**STATE PARENT ADVISORY COUNCIL (SPAC)**

# **Identified Priorities and Recommendations: 2010-11**

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Final Recommendations for the Report of the  
Statewide Parent Advisory Council to the State  
Superintendent of Public Instruction, Board of  
Education, and the State Legislature

January 21, 2012

The California Department of Education, Migrant Education Office would like to thank the members of the State Parent Advisory Council (SPAC) for their cooperation and assistance in preparing the final recommendations for the Report of the State Parent Advisory Council.

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## **Executive Summary**

This report and list of recommendations for the planning, operation and evaluation of the Migrant Education Program are the results of the six State Parent Advisory Council (SPAC) meetings that were held between October and December 2011. The recommendations by the SPAC were informed by presentations delivered by service providers, the California Department of Education, and experts in the areas of program and service evaluation.

High priority recommendations were made in seven areas of the program and they are:

### **Parent Involvement**

- Allow for two-day SPAC meetings to accommodate travel and encourage participation.
- Train teachers and school principals on parent involvement strategies.
- Have parents commit to participation in the program and develop their skills and knowledge.
- Involve the parents with the decision making for their students.

### **Out-of-School Youths**

- Increased emphasis on student involvement and tracking.
- Increased accountability on the benefits of the services delivered to these students.
- That the districts not remove youth who are in continuation schools upon turning 18 years of age to encourage graduation or completion.

### **School Readiness**

- Increase funding for preschools.
- Increased support for preschools.

### **Health**

- Offer more health services
- Increase access to health services

## **School Environment**

- Continue survey work to evaluate the school climate and effect on migrant students and their health.

## **Academics**

- Better trained counselors.
- Teachers who will better prepare students to pass the California High School Exit Exam.
- Study Plan (curriculum) focusing on the students learning English.
- Emphasis on academic English.

## **Professional Development**

- Training for teachers who work with migrant students so that their regular class structure is aligned with their needs.
- Reduced classroom size.
- Invest funding on quality teachers to improve outcomes.

The report also contains a number of additional recommendations and suggestions for the operation and management of the program including additional areas:

- Teacher, administrator, and student evaluations for success
- Focused trainings, and
- Program funding objectives.

## **Introduction**

*The purpose of this document is to identify the recommendations from the State Parent Advisory Council in order to produce the complete report for the State Superintendent, State Legislature, and State Board of Education regarding the planning, operation, and evaluation of the state Migrant Education program.*

The State Parent Advisory Council (SPAC) respectfully submits this report to the State Superintendent, State Legislature, and State Board of Education to provide a set of identified priorities and recommendations related to the academic success of all migrant students in state, as specified in California *Education Code*, Section 54444.2 (a)(3)(B)(c).

The SPAC participates in the planning, operation, and evaluation of the state Migrant Education program. SPAC membership is comprised of individuals who are knowledgeable of the needs of migrant children and shall be nominated and elected by the parents of migrant children enrolled in the operating agencies. At least two-thirds of the members of the SPAC are the parents of migrant children. The SPAC meets a minimum of six times a calendar year to provide input on issues relating to the operation of the program. Special meetings may be called at the discretion of the State Director, as specified in California *Education Code*, Section 54444.2 (a)(2).

The priorities and recommendations provided in this report reflect key themes and presentations related to migrant education carried out during the six SPAC meetings held in 2011.

## ***Demographics***

Students from migrant families, primarily those working in agriculture-related industries, are a critical and significant subgroup of California's students. In 2010-11 there were approximately 154,454 eligible children (ages three to 21), which received services and support during the school year. Of these students, approximately 76,268 received specific supplemental services ranging from academic, health, and guidance assistance, offered by regional migrant education programs during summer and intersession breaks. As one would expect, among the challenges faced by students that meet migrant education program eligibility is a high degree of mobility, which adds to the learning challenging. In 2010-11 approximately 20.5%, or 31,708 migrant students moved within the year.

Leaving school without meeting graduation requirements is a major concern and risk for migrant students due to their mobility and lack of educational continuity. For instance, in 2010-11 statewide, approximately 80.5% of students graduated with a high school diploma whereas

only 75.6% of migrant education eligible students reached this achievement. As a result, California's migrant education program includes a focus on assisting students that are otherwise aged out of regular education through programs for "out of school youth." In 2010-11 an estimated 22,105 out of school youth were identified as migrant education program eligible; individuals that have dropped out of school in the United States and did not complete their education in their country of origin.

In addition to having higher than average dropout rates, migrant education students are also tend to demonstrate lower than average achievement levels. For instance, in 2010-11 41.9% and 35.5% of migrant education eligible students performed proficient or above on state Mathematics and English-Language Arts tests respectively, which fall short of the 55.8% and 59.1% results observed statewide for these tests. Among the major needs and challenges of migrant education students is reaching proficiency in English. As of 2010-11 approximately 50% of migrant education eligible students were considered to be English Learners compared to 23.1% of all students.

Addressing the needs of migrant education students is a complex and necessary undertaking. The state is fortunate to have participation by parents, educators, and policy makers in mapping out and delivering supports that meet the varied challenges of this important group of students.

### ***Meeting Dates***

From October through December 2011, the SPAC held meetings in Sacramento, San Diego, and Los Angeles on these dates:

- October 8, 2011
- October 22, 2011
- November 5, 2011
- November 19, 2011
- December 3, 2011
- December 17, 2011

## ***2011 Meeting Themes***

During these six meetings, the SPAC was provided with presentation topics and data on the following themes:

- Parent Involvement
- Out-of-School Youths (OSYs)
- School Readiness
- Health
- School Environment
- Academics
- Professional Development

## ***Priorities and Recommendation – Development Methodology***

During the December 17, 2011 SPAC meeting, held at the Westin in Los Angeles, staff from the California Comprehensive Center at WestEd (CA CC) facilitated discussion and activities with SPAC participants to identify priority areas and related recommendations. The SPAC recommendations were to be based on information shared over the course of the six 2011 SPAC meetings. The data collection was done in a four-fold delivery and using chart paper and markers to collect parents' feedback. First step, parents were asked to gather into four individual small groups of approximately six to eight members, to write down what their overall main concerns and needs were for migrant education (based on the seven presentation themes listed above). Next, staying in small groups, parents were asked to pick a theme they would like to focus on for developing recommendations. For the third step the CA CC then placed the individual seven themes with parent recommendations on chart paper and posted them throughout the room. Finally, parents were asked to place one vote, based on a recommendation within a theme, that they identified as high priority. The CA CC then gathered all the themes in one area and tallied all the votes that each recommendation received, which in turn identified the SPAC's key priorities and additional recommendations. This information was shared and reviewed with the SPAC at the conclusion of the session.

## **Meeting Themes – Identified Priorities and Recommendations**

This section provides a summary of data and information shared during the course of the six meetings held in 2011 organized into theme areas identified during the December 17, 2011 session. It also includes recommendations developed as part of this session.



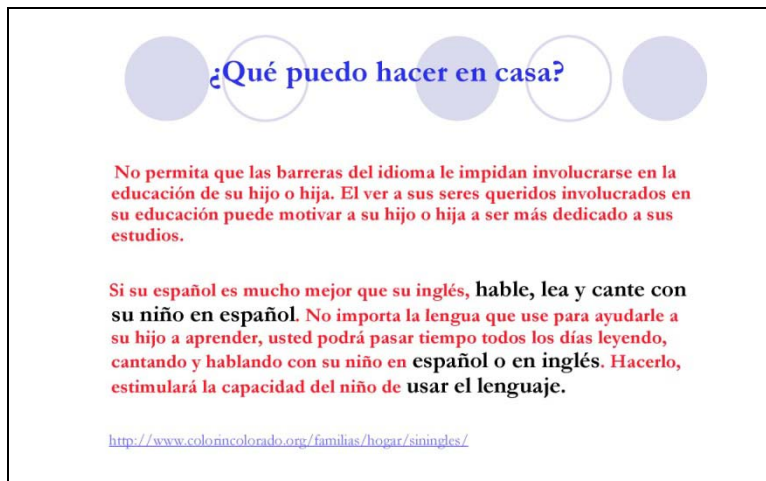
## ***Parent Involvement***

Parent Involvement is an integral part of all education programs, including the Migrant Education Program (MEP). The MEP supports parental involvement to more effectively help migrant children experience academic success. The SPAC empowers parents to be advocates for their children and supporters of the programs that provide services since migrant parents are critical stakeholders to the program's success.

As part of the 2011 presentations to SPAC, information was shared regarding parental involvement and sessions were designed to support and promote active parent involvement in the process of planning for state-level systems of support for migrant education in California. Following is an overview of the information that was shared related to parent involvement.

### ***Presentation Overview – Parent Involvement***

On November 19, 2011, Fernando Rodriguez-Vals from San Diego State University presented to SPAC information about what parents can do with their children from preschool onward, and how parents can participate in their children's bilingual education at home and at school. This presentation shared the following key ideas:



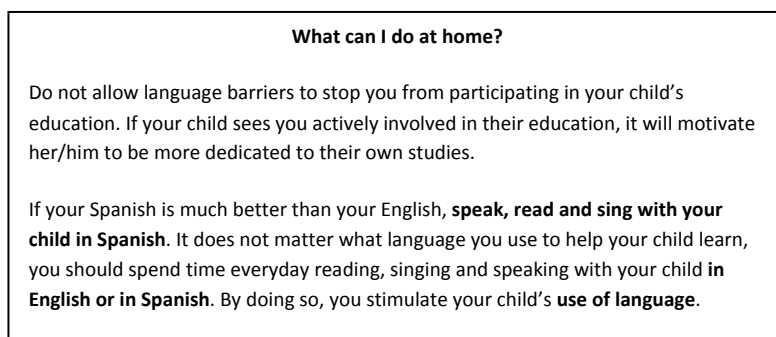
¿Qué puedo hacer en casa?

No permita que las barreras del idioma le impidan involucrarse en la educación de su hijo o hija. El ver a sus seres queridos involucrados en su educación puede motivar a su hijo o hija a ser más dedicado a sus estudios.

Si su español es mucho mejor que su inglés, hable, lea y cante con su niño en español. No importa la lengua que use para ayudarlo a su hijo a aprender, usted podrá pasar tiempo todos los días leyendo, cantando y hablando con su niño en español o en inglés. Hacerlo, estimulará la capacidad del niño de usar el lenguaje.

<http://www.colorincolorado.org/familias/hogar/siningles/>

Presentation Slides  
Fernando Rodriguez-Vals  
November 19, 2011



**What can I do at home?**

Do not allow language barriers to stop you from participating in your child's education. If your child sees you actively involved in their education, it will motivate her/him to be more dedicated to their own studies.

If your Spanish is much better than your English, **speak, read and sing with your child in Spanish**. It does not matter what language you use to help your child learn, you should spend time everyday reading, singing and speaking with your child **in English or in Spanish**. By doing so, you stimulate your child's **use of language**.

## ¿Qué puedo hacer en la escuela?

1. **Demstrar una actitud positiva y de respeto hacia la educación.**
2. **Hacer preguntas es muy importante.**
3. **Supervisar la tarea de sus hijos. Haga que sus hijos le expliquen la tarea.**
4. **Participe en las actividades de la escuela.**
5. **Mas vale prevenir que reaccionar.**
6. **La educación de su hijo es un trabajo de equipo. El maestro le necesita.**
7. **Aprender inglés empieza por practicar el español.**
8. **La familia que habla junta crece entendiendo quien es quien.**
9. **La familia que lee junta aprende junta.**
10. **La familia que convive comparte un destino común de éxito escolar.**

Presentation Slides  
Fernando Rodriguez-Vals  
November 19, 2011

### What can I do at school?

1. Demonstrate a **positive attitude** and respect toward education.
2. It is important to ask **questions**.
3. **Supervise** your child's homework. Ask them to explain their homework to you.
4. **Participate** in school activities
5. It is better to **prevent** than to react.
6. The education of your children is a **partnership**. Their teachers need you.
7. Learning **English** begins with practicing Spanish.
8. Families who **speak** together grow together.
9. Families who **read** together learn together.
10. Families who **thrive** share a common destiny of academic success.

### ***High Priority Recommendations – Parent Involvement***

The following recommendation ideas were shared by, and are captured in the voice of, SPAC members. (The number of checks in parenthesis refers to the number of members, from the group of approximately 25 in attendance, who indicated the item was of high priority.) All recommendations presented in this report follow this reporting structure.

- As a migrant parent, I consider myself that I am, and we are, very valuable in the education of our kids; because of this, the Department should take into consideration our safety when we travel, (and) because of this, they should give us two days of meetings instead of one so tiring (7 checks)
- Train teachers on more effective approaches on how to have better parent participation and have principals also get involved (5 checks)
- Have parents be committed to participate, develop their skills and knowledge with “everyone” (5 checks)
- Involve us as parents with responsibilities and decision making ability (ownership) to affect academic success of our migrant kids “with everything” (5 checks)

### ***Additional Recommendations – Parent Involvement***

- That the SPAC meetings be two days long, one per month, and there be 10-12 meetings (per year) (3 checks)
- Find more effective ways to have parents participate and get involved in their schools and with their kids (3 checks)
- More parent workshops so we can help our kids in our own language and include student collaboration (2 checks)
- Training for parents and directors together, so that we can work more effectively together
- Provide support, and not barriers, to (more) effective participation

### ***Last Comments and Recommendations – Parent Involvement***

- An extreme priority for us is to have 2-day SPAC meetings given that some parents do not arrive home until 2:00-3:00am in the morning on our return home because of long traveling times. We feel we can continue our trainings on a second day.
- Location of meetings needs to be more accessible to the needs of parents.
- Provide more effective strategies for increasing parent involvement.
- Provide funding for training on how to involve more parents.
- Another priority recommendation is that an SPAC Retreat be planned in order for us to work in groups to discuss goals, objectives for the SPAC – we strongly recommend this – so we can learn how to better respond to and make stronger and more effective recommendations from the presentations we receive in the future. That this retreat be geared as a training, so we, as parents, can learn how to formulate goals and objectives for the SPAC.

## ***Out-of-School Youths (OSYs)***

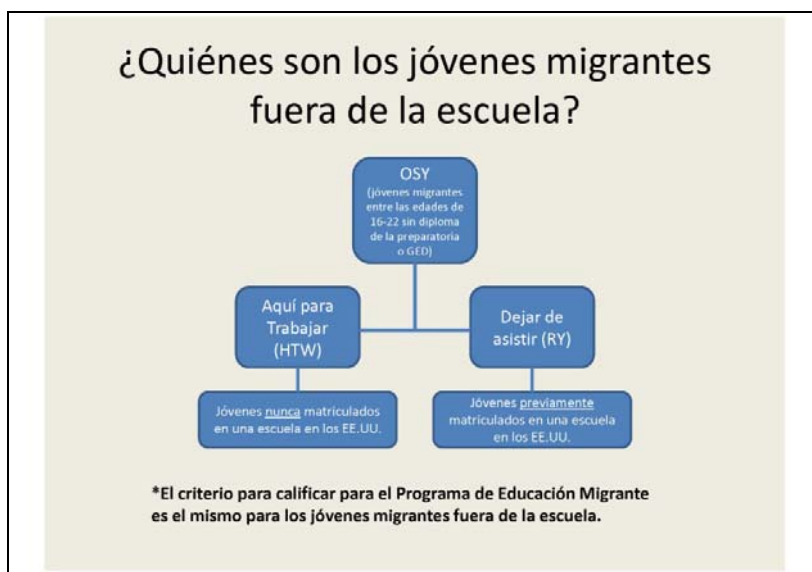
Out-of-school youths (OSYs) are broadly defined as youth aged 16 to 22 who are not in school and who are unemployed, underemployed, or lacking basic skills. As a result of their lack of affiliation with a school system, migrant students classified as OSYs are difficult to identify and recruit. Some migrant students drop out-of-school as young as age 14. Migrant OSYs are defined as follows:

- Dropped out of a U.S. school (usually by 9th, 10th, or 11th grades)
- Dropped out of a school in another country (at any grade level)
- Have not attended school in the United States or another country

For the SPAC, OSYs are a priority student group.

### ***Presentation Overview – Out-of-School Youths (OSYs)***

On December 3, 2011, Ernesto Vela from Region 16, Monterey County Office of Education, presented information about Migrant Out-of-School Youths (OSYs): who they are, what their needs are, and state statistics on this student group. This presentation shared the following key ideas:



Presentation Slides  
Ernesto Vela  
December 3, 2011

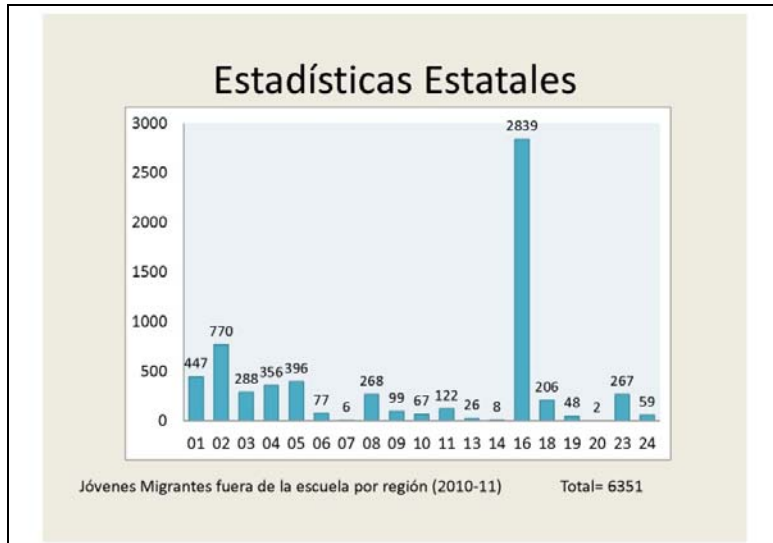
#### **Who are Out-of-School Youths?**

OSY – Migrant youth between the ages of 16-22 without a high school diploma or GED

Here to Work (HTW) – Students who were never enrolled in any school in the U.S.

Returning Youth (RY) – Students who previously had been enrolled in a school in the U.S.

\*The criteria to qualify for the Migrant Education Program is the same as for out-of-school migrant students.



State Statistics	
OSY Migrant Students by Region (2010-11)	Total = 6351

### ***High Priority Recommendations – Out-of-School Youths***

- More emphasis on student involvement and tracking (13 checks)
- Ask the Regions to prove they have given productive services and that the regional funding not be so easy to attain (6 checks)
- That the districts not remove youth who are in continuation schools upon turning 18 years of age. That way, there would not be so many youth out of school without their diplomas (2 checks)

### ***Additional Recommendations – Out-of-School Youths***

- That during the school year, migrant students attend programs of greater need for them. They have priority. (2 checks)
- Identifying youths and following up with support so they can attain their [high school] diploma (2 checks)
- Counseling support
- Recruiting
- That services to youth are effectively reviewed and consistent [with their needs]

- Programs for youth so that they can practice their skills and abilities depending on their age
- Tracking youth academic process

***Last Comments and Recommendations – Out-of-School Youths***

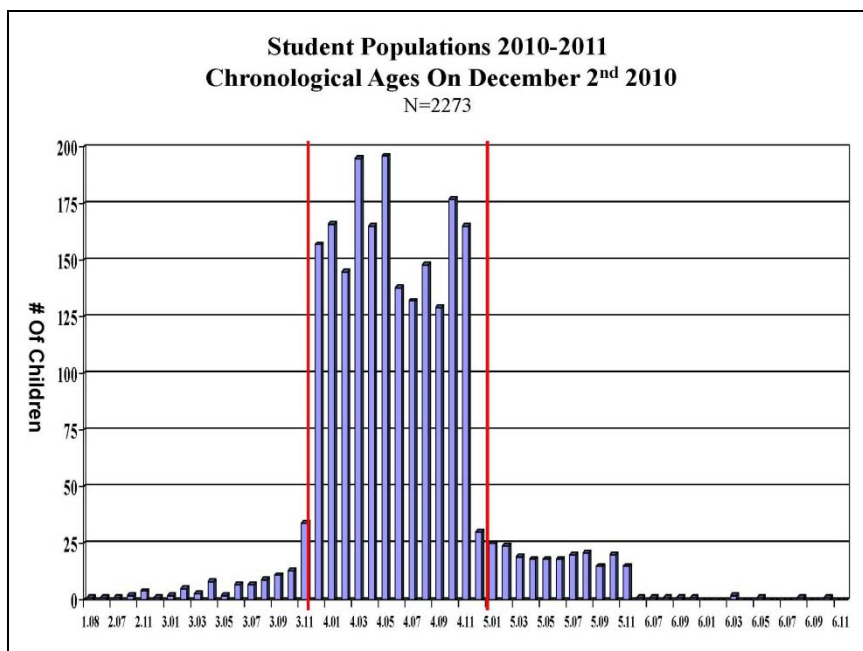
- Create an OSY Guide about the programs which are most effective and how they function. That this guide be replicated and provided across all the regions in the state.
- No matter the size of the region, recruiters should be more focused on Identification and Recruitment, and the academic success of the migrant students.

## ***School Readiness***

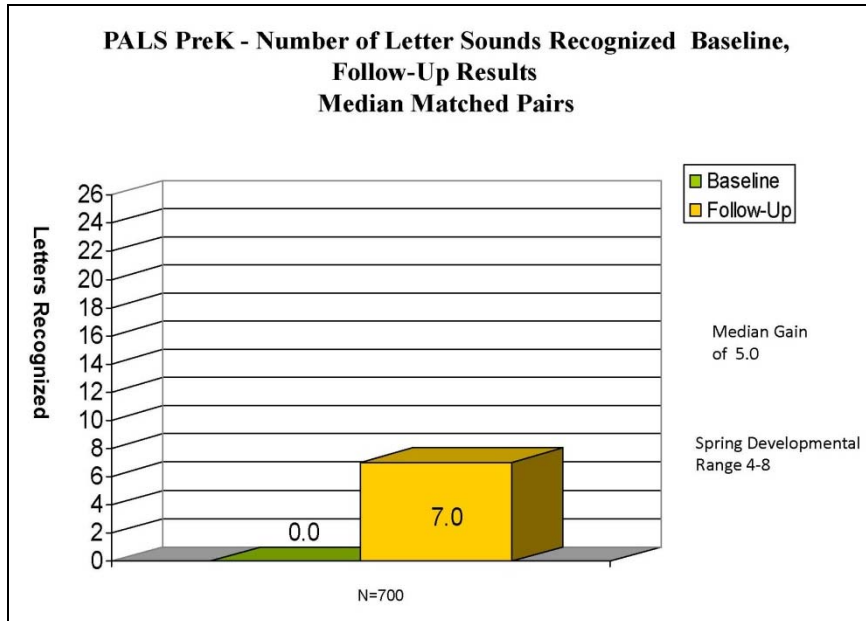
The Migrant Education School Readiness Program is a statewide, home- and center-based early childhood education program. It is authorized under No Child Left Behind, Title I, Part C, Section 1304(6) (C). Projects are administered by 23 Migrant Education regions at 332 sites. Educational services are provided to migratory parents to enhance literacy levels, expand parenting skills, and learn English-as-a-second language. Children ages 3-5 are provided early childhood education and preschool services. School Readiness projects are funded by Federal Migrant Education funds.

### ***Presentation Overview – School Readiness***

On November 19, 2011, Matthew Russell from Evaluation and Research Center, LLC provided a presentation on Preschool Readiness and Assessment Results. His presentation focused on describing how poor reading skills, beginning with preschool years, leads to drop out rates in later years. This presentation included the following key ideas:



Presentation Slides  
Matthew Russell  
November 19, 2011



Presentation Slides  
Matthew Russell  
November 19, 2011

### ***High Priority Recommendations – School Readiness***

- More adequate funding for our preschool kids because this is the base of their education (10 checks)
- Preschool support (1 check)

### ***Last Comment and Recommendation – School Readiness***

- Once funding is increased (or granted) for preschool programs, emphasize more efficient parent participation.



## ***Health***

Among the services that are offered through MEP are regional health services for eligible students. The inclusion of health services recognizing that good health and wellness are foundational to the ability of students to attend school and learn while at school. The 2011 SPAC sessions included discussion regarding health, but no formal presentations were made. As a result, there is no presentation overview, but recommendations were shared during the course of meetings.

### ***Additional Recommendations – Health***

- Offer more health services
- Increase access

### ***Last Comments and Recommendations – Health***

- Preventative education
- Dental
- Vision
- Nutrition
- Drug prevention and rehabilitation

## ***School Environment***

One of the best sources of data on the health and learning environment of public school students is the California Healthy Kids Survey (CHKS) and California School Climate Survey (CSCS). The CHKS and CSCS are anonymous, confidential surveys of youth resiliency, protective factors and risk behaviors. They are administered to students at grades five, seven, nine and eleven. They enable schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective factors, and school violence. The CHKS and CSCS are part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

### ***Presentation Overview – School Environment***

On December 3, 2011, Greg Austin from WestEd provided a presentation on the California Migrant Education Supports Information System (MESIS): Overview and Results. This presentation focused on describing how the CHKS and the CSCS results inform the SPAC about migrant students and school performance. This presentation addressed the following key ideas:

### School Climate Affects Achievement

- Research finds a positive correlation between better school climate and increased student attendance, connectedness, learning, achievement, and graduation.
- Influences the psychosocial development of students and promotes less involvement in health risk behaviors that are learning impediments
- Improves teacher performance and retention, and parent involvement.

  
WestEd.org

Presentation Slides  
Greg Austin  
December 3, 2011

## ME Regional and State Reports

- Regional Migrant Education Centers
  - Every two years, receive an aggregated report of results from all districts in region.
- Statewide
  - Migrant students vs. others (for comparability with district data)
  - Migrant students vs. others based on whether attend school with Migrant Education Program
  - Staff migrant service providers vs. others
  - Posted on website



Presentation Slides  
Greg Austin  
December 3, 2011

## The Data

- 800,000 students in 2,100 secondary schools
- 24,500 self-reported migrants (3-4% across grades)
- 44% of 7<sup>th</sup> graders and 27% of 11<sup>th</sup> marked "Don't Know" if migrants
- Migrants in MSIN schools:
  - 57% in 7<sup>th</sup> and 73% in high schools
  - Lower percentage in 7<sup>th</sup> reflects higher "Don't Know's"
- Migrants higher proportion in MSIN than non-MSIN



## Key Findings

- Migrants had less positive results (higher need) than non-migrants even in the same schools
- The largest group differences were between migrant and non-migrant students in non-MSIN schools.
  - Non-migrants in non-MSIN schools, the most positive.
  - Migrants in non-MSIN schools, the least positive and the greatest needs, especially in high school.
    - In 9<sup>th</sup>/11<sup>th</sup> grades, had the lowest for 44 out of 51 indicators
- Non-migrant students in MSIN had more positive results than migrants in non-MSIN schools.



## Key Findings (2)

- Group differences greater in high school than 7<sup>th</sup> grade
  - Health, engagement, and developmental differences grow wider with age



Presentation Slides  
Greg Austin  
December 3, 2011

### ***Additional Recommendations – School Environment***

- Continue survey work to evaluate the school climate and effect on migrant students and their health.

### ***Last Comments and Recommendations – School Environment***

- That the overall school environment be bully-free.
- Be free of racism.
- Be drug-free.
- We recommend that schools have trained staff to teach on how to prevent these issues.
- This would create a healthier school environment and it would be reflected in the student grades and self-esteem. At the end of the day, students do not want to attend school – inventing illness – because they cannot communicate that they are being bullied by other kids, and sometimes by their own teachers.

## ***Academics***

The mission of the SPAC is to assure that migrant students have the same opportunities to reach excellence and meet academic standards through support and academic services. Furthermore, it is a key expectation that the state's Migrant Education Program is providing supplemental support and learning opportunities to migrant students to support their educational achievement, graduation, and career readiness.

### ***Presentation Overview – Academics***

On October 22, 2011, CDE's State Migrant Director Brian Centeno presented information about the achievement and needs of migrant students. In addition, on November 5, 2011, Ricardo Reyes from Region IX, San Diego County Office of Education, provided a presentation on how to recognize and promote a high quality program for learning English as a second language. Finally, on October 22, Fred Tempes, Program Director of WestEd's Comprehensive School Assistance Program presented data regarding the academic outcomes for migrant students. From these three presentations, here are key ideas shared:

<b>CST Rangos de Rendimiento en el Inglés para Estudiantes Migrantes</b>			
<b>Performance Level</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Muy Debajo del Basico	18%	17%	16%
Debajo del Basico	25%	23%	22%
Basico	35%	34%	34%
<b>Proficiente</b>	<b>18%</b>	<b>20%</b>	<b>21%</b>
<b>Avanzado</b>	<b>5%</b>	<b>6%</b>	<b>8%</b>

Presentation Slides  
Brian Centeno  
October 22, 2011

Migrant Student CST Scores – English Proficiency

**CST Rangos de Rendimiento en las  
Matemáticas para los Estudiantes Migrantes**

<b>Performance Level</b>	<b>2008</b>	<b>2009</b>	<b>Spring 2010</b>
Muy Debajo del Basico	12%	12%	11%
Debajo del Basico	32%	30%	27%
Basico	28%	26%	27%
<b>Proficiente</b>	<b>20%</b>	<b>22%</b>	<b>23%</b>
<b>Avanzado</b>	<b>8%</b>	<b>10%</b>	<b>13%</b>

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Presentation Slides  
Brian Centeno  
October 22, 2011

**Migrant Student CST Scores – Mathematics**

**Estudiantes de Secundaria - Rendimiento en  
Inglés  
2009-10**

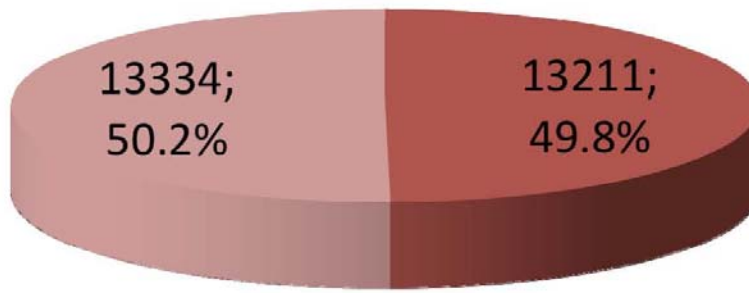
<b>Secundaria</b>	<b>Numero de estudiantes con resultados validos</b>	<b>Numero de los estudiantes que obtuvieron calificaciones iguales o por encima de proficiente</b>	<b>Porcentaje de estudiantes que obtuvieron calificaciones iguales o por encima de proficiente</b>
No Migrantes	479,991	258,522	53.9%
Migrantes	7,065	2,094	29.6%

25

**High School Students – English Proficiency 2009-10**

## AMAO 1 - Migrant Education 2009-2010

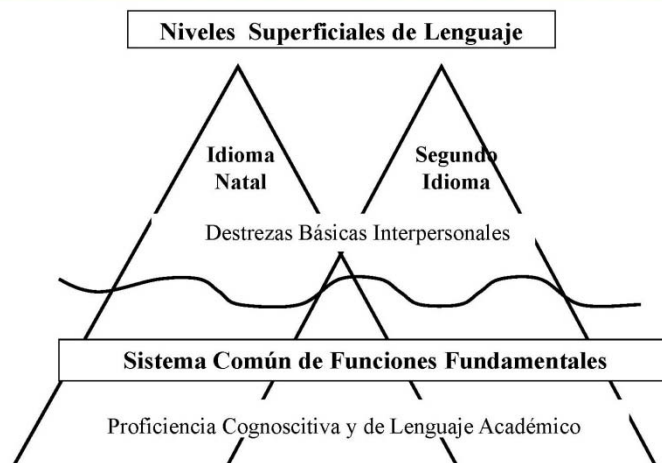
■ Fail ■ Pass



N=26,545

Presentation Slides  
Brian Centeno  
October 22, 2011

## 2. Desarrollo del Lenguaje Académico



Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework*. (pp. 3-49). Los Angeles: National Dissemination and Assessment Center.

Presentation Slides  
Ricardo Reyes  
November 5, 2011

## 2. Academic Language Development Superficial Levels of Language

**Native Language**

**Second Language**

Basic Interpersonal Abilities

Fundamental System of Common Functions

Cognitive Proficiency and Academic Language



# Funciones de Pensamiento y Lenguaje



## Conceptual Framework for Language Acquisition

### Funciones de Lenguaje Académico

Funciones del Lenguaje Académico	Los Usos que el Alumno le da al Lenguaje	Ejemplos
1. <b>Obtener información</b>	observar y explorar el medio ambiente; adquirir información; investigar	Usar quién, qué, cuándo, dónde y cómo para obtener información
2. <b>Informar/Describir</b>	identificar, reportar o describir información	Volver a contar información presentada por el maestro o un texto, un cuento o una experiencia personal
3. <b>Comparar</b>	describir similitudes y diferencias entre objetos hechos, o ideas	Desarrollar/explicar un organizador gráfico para presentar similitudes y diferencias
4. <b>Ordenar</b>	secuencia de objetos, ideas o eventos	Describir/desarrollar una línea cronológica, un ciclo o una secuencia narrativa
5. <b>Clasificar</b>	agrupar objetos o ideas de acuerdo a sus características	Describir principios de organización, explicar por qué "A" es un ejemplo y "B" no lo es
6. <b>Analizar</b>	separar el entero en partes; identificar relaciones y patrones	Describir partes, características, o idea principal sobre información presentada por el maestro o el texto
7. <b>Inferir</b>	desarrollar inferencias; predecir implicaciones; desarrollar hipótesis	Describir el proceso de razonamiento (de inducir o deducir) o generar hipótesis para sugerir causas o resultados
8. <b>Justificar y Persuadir</b>	presentar razones para explicar acciones, decisiones, puntos de vista; convencer a otros	Explicar por qué "A" es importante y ofrecer evidencia que apoye dicha decisión
9. <b>Resolver Problemas</b>	definir y representar un problema; determinar una solución	Describir los procedimientos utilizados para resolver un problema; aplicarlos a problemas de la vida real
10. <b>Sintetizar</b>	combinar o integrar ideas para formar una idea nueva	Resumir información de manera coherente; incorporar información nueva a conocimientos previos
11. <b>Evaluar</b>	Analizar y verificar el valor de un objeto, idea o decisión	Identificar criterios, explicar prioridades, indicar razones para juzgar, confirmar la verdad

Presentation Slides

Ricardo Reyes

November 5, 2011

## Language and Thinking Functions

### Academic Language Functions

## Year to Year – All EL

All Students					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Beginning	68,430	70,399	54,209	11,991	1,500
Early Intermediate	16,495	73,363	119,788	31,303	4,623
Intermediate	5,776	37,821	249,172	177,403	27,126
Early Advanced	1,306	5,293	58,027	146,070	51,032
Advanced	229	569	4,624	23,600	29,144



Presentation Slides  
Fred Tempes  
October 22, 2011

## Year to Year – EL: Non-MEP

ELL: Non-MEP					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Beginning	63,720	66,034	51,852	11,637	1,471
Early Intermediate	15,629	69,357	114,116	30,349	4,536
Intermediate	5,525	36,221	238,554	170,653	26,422
Early Advanced	1,252	5,131	55,999	140,949	49,477
Advanced	223	548	4,501	22,890	28,351



## Year to Year – MEP Participating

MEP Students					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Beginning	4,710	4,365	2,357	354	29
Early Intermediate	866	4,006	5,672	954	87
Intermediate	251	1,600	10,618	6,750	704
Early Advanced	54	162	2,028	5,121	1,555
Advanced	6	21	123	710	793



Presentation Slides  
Fred Tempes  
October 22, 2011

## Academic Language Proficiency

- Sophisticated Vocabulary Knowledge
- Comprehension Strategies
- Structured Academic Talk



### High Priority Recommendations – Academics

- Better trained counselors (8 checks)
- Teachers who will better prepare students to pass the California High School Exit Exam (CAHSEE) (6 checks)
- Study Plan (curriculum) focusing on the students learning English (6 checks)
- Emphasis on academic English (5 checks)

### ***Additional Recommendations – Academics***

- Summer school, extended day classes focusing on English and mathematics (4 checks)
- Saturday programs (3 checks)
- Student academies (3 checks)
- That teaching quality be equitable so our students have the highest level of success (3 checks)
- Curriculum which is aligned to student needs (2 checks)
- Support for children with special needs (2 checks)
- Cyber High Programs so that students can graduate high school (2 checks)
- Have workshops that help parents and not make them repetitive (1 check)
- Please remember that this program is for parents that do not speak English, so please have everything translated into Spanish so we can work together better (1 check)
- Tutoring to increase the academic level of the student
- Saturday School
- Mini-conferences
- Provide more information to parents about the Cyber High Program
- After-school programs
- Algebra from the 7<sup>th</sup> Grade onward
- Academic success is gained after good teacher training at the academic level

### ***Last Comments and Recommendations – Academics***

- We agreed with all the recommendations mentioned in the draft report.
- We also discussed that the districts do not provide support to students once they reach 18 years of age in high school. They push them out instead of offering support.
- We are from different regions, but we came to this conclusion that if a child does not understand the language, does not feel welcomed, they experience many obstacles and the first solution the districts take is to kick them out of school. The students are not

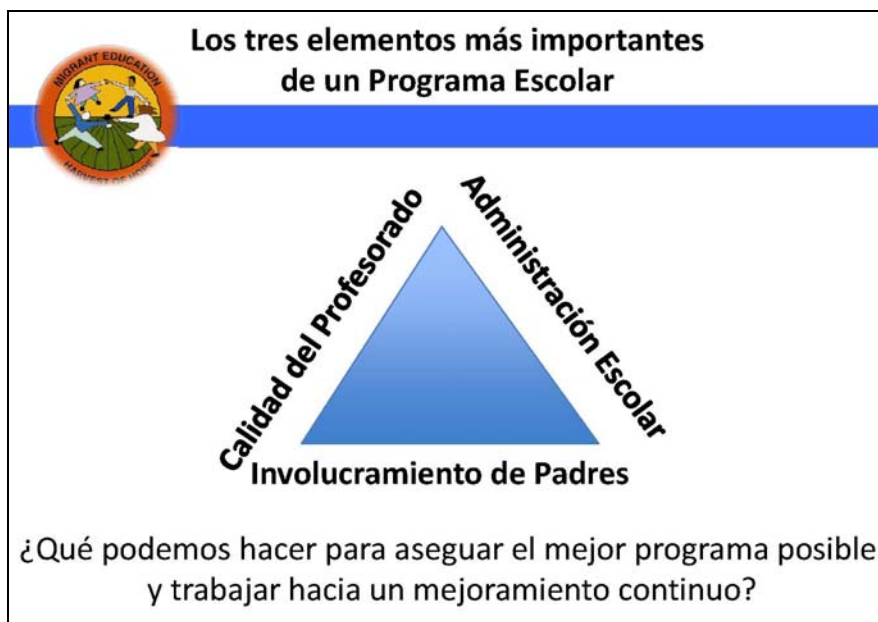
given to feel accepted or offered assistance, like they do for other kids who are better prepared, remembering that we come from different communities. Those students who do not understand the language become bored, and will give their teachers a hard time. Our recommendation is that throughout the State, that the “label” be removed and that districts are not able to remove the students from school, because this is the reason there are so many OSYs.

## ***Professional Development***

Training and education for teachers and staff on working with and support Migrant Education Program students.

### ***Presentation Overview – Professional Development***

On November 5, 2011, Ricardo Reyes from Region IX, San Diego County Office of Education, presented information about how to recognize and promote a high quality program for learning English as a second language with a focus on highly qualified staff. In a similar presentation, on November 19, 2011, Elizabeth Golchert from the CDE provided a presentation on the California District Service Agreements and Regional Applications and focused part of her discussion on what type of staff is needed for high quality migrant programs. From these presentations, here are key ideas presented:



Presentation Slides  
Ricardo Reyes  
November 5, 2011



## Profesorado altamente calificado

- Los profesores contratados de recién ingreso deben estar altamente calificados para enseñar en los programas apoyados por el Título I.
- El código de educación de California requiere que los individuos obtengan autorización apropiada antes de proveer servicios educacionales, incluyendo los servicios específicos para aprendices de Inglés.
- “Crosscultural, Language, and Academic Development” (CLAD)  
(Desarrollo lingüístico, académico y transcultural)

Presentation Slides

Ricardo Reyes

November 5, 2011



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## Third Step . . .

Tercer Paso. . .


**Choose the staff positions I will need  
to fill to operate the plan.**

**Escoger las posiciones del personal que tendrá  
que llenar para operar en el plan.**

Presentation Slides

Elizabeth Golchert

November 19, 2011



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## What Staff Do I Need?

- ➡ Secretaries / Secretarios
- ➡ Attendance Clerks / Empleados de la asistencia
- ➡ Instructional Assistants / Asistentes de Instrucción
- ➡ Nurses / las enfermeras
- ➡ Teachers / los profesores
- ➡ School Administrators / Los administradores de la escuela
- ➡ Coordinators / coordinadores de
- Custodians / custodios
- Bus Drivers / Los conductores de autobús
- Librarians / bibliotecarios

Presentation Slides  
Elizabeth Golchert  
November 19, 2011

### ***High Priority Recommendations – Professional Development***

- Training for teachers who work with migrant kids, so that their regular class structure is aligned (12 checks)
- Classrooms with less students (5 checks)
- Invest funding on quality teachers so that we can have better results with our kids (2 checks)

### ***Additional Recommendations – Professional Development***

- More teacher trainings and supervision so that they fulfill their obligations (2 checks)
- Teacher and teacher assistant training in the classroom about migrant student needs (1 check)
- Effective workshops, bringing them up-to-date and training them on internet use (web portal)
- Early evaluation of the trainings
- Provide kids a safe environment



### ***Last Comments and Recommendations – Professional Development***

- We discussed that in the schools themselves, we find that they do not have knowledge of the Migrant Education Program – so we need to inform both teachers and principals that we have this program and need their support in order for our students to succeed because they need this support.
- Also, we discussed that as parent leaders here, we need to recruit more parents so this is possible. It is not only the teacher's role or work, we as parents need to have more support for the teachers because with all the staff cuts and classroom numbers increasing, their tasks are harder. The work there lies within us, so our kids can succeed.

## **Closing**

During the SPAC's six meetings for 2011, the group received and discussed a range of issues related to the needs, approaches, and outcomes for migrant education students. The presentations offered during the course of the 2011 meetings highlighted the complexity of the State's Migrant Education Program. It provides support services to MEP students from preschool to age 22; and a far broader range of services than the general education support provided by California school districts. Furthermore, as reflected in the presentations and the recommendations developed by parents, effective migrant education support programs address a broad range of needs for students including everything from health, parent involvement, training, and academic support, among other areas.

The SPAC invested a significant amount of time and energy to elevate their understanding of the complex data and information available regarding migrant education programs. From this learning and personal experience as parents of migrant education students, they developed the recommendations included in this report to inform state-level planning for migrant education.

## **Appendix A**

### **2011 SPAC Meeting Dates, Presenters, and Presentation Titles**

October 8, 2011

No presentations

October 22, 2011

Brian Centeno – Achievement and Needs of Migrant Students

Fred Tempes – Continuation Achievements and Needs of Migrant Students

Frank Uribe – State Service Delivery Plan

Elizabeth Golchert – District Service Agreements and Regional Applications

November 5, 2011

Elizabeth Golchert – Compilation of Presentation Notes Convention District Services and Migrant Education Regional Applications from October 22, 2011

Ricardo Reyes – Effective Programs for Students Learning English as a Second Language

November 19, 2011

Matthew Russell – MEP Preschool Readiness Assessment Results 2010-2011

Elizabeth Golchert – Continued Convention Services District and Regional Application: Analysis of Student Performance

Fernando Rodriguez-Vals – Effective Programs for Preschool Students Learning English as a Second Language

December 3, 2011

Jim Wilke and Oscar Gomez – Migrant Scholars Leadership Institute and Migrant Parent Leadership Institute

Greg Austin – California Healthy Kids Survey (CHKS): School Climate, Health, and Learning Surveys

Lilia Sanchez – Effective Practices for Students Learning English as a Second Language

Ernesto Vela – Effective Programs for Students Who are Not in School/Out of School Youth (OSY) and are English as a Second Language Learners

Fernando Rodriguez-Vals – Preparation for Presentation for State Parent Advisory Council Members at the Annual Parent Conference

December 17, 2011

Steve Klein – Efficient Practices and Strategies for Teaching Literature for Educators and Parents of Students of English as a Second Language

John Boivin and Diana Hernandez – Introducing the Standardized Testing and Reporting (STAR) and California High School Exit Exam/High School Exit Exam (CAHSEE)

Jannelle Kubinec and Jaime Gonzalez - Final Recommendations for the Report of the Statewide Parent Advisory Council to the State Superintendent of Public Instruction, Board of Education, and the State Legislature

Fernando Rodriguez-Vals – Preparing for the Presentation of the State Parent Advisory Council at the State Migrant Parent Conference

## Appendix B

### 2011 SPAC Meeting Agendas (distributed by CDE)

**Migrant Education Program State Parent Advisory Council  
California Department of Education  
Regular Meeting**

**Saturday October 8, 2011  
Hawthorne Suites, Sacramento**

#### **AGENDA**

**8:30 a.m. – 9:15 a.m.**

**Item 1**

**Theme:**       **New beginnings**  
Maria Medina, SPAC president

**Opening**

Review and Approval of Agenda  
Correspondence  
Roll Call  
Treasurer's report

**9:15 a.m. – 10:00 a.m.**

**Item 2**

**Theme:**       **Welcome**  
Brian Centeno, Administrador, CDE/Oficina Migrante de Educación Estatal (MEO)

- Introducción consultante del SPAC
- Calendario de juntas del SPAC

**Information Item**

**10:00 a.m. – 10:15 a.m.**       **Break**

**10:15 a. m. – Mid-day**

**Item 3**

**Theme:**       **I in the community and the mission of SPAC**  
Joanne D. Martin Ph.D  
**Information Item**

**Noon – 1:00 p.m. Lunch (Working)**

**Item 4**

**Theme:**       **Activity: Newspaper from the future**  
Joanne D. Martin Ph.D  
**Information Item**

**1:00 p.m. – 2:00 p.m.**

**Item 5**

**Theme:**       **Vision and Goals**  
Joanne D. Martin Ph.D  
**Information Item**

**2:00 p.m. – 3:00 p.m.**

**Item 6**

**Theme:**       **Rules, procedural norms,**  
  
**Information Items**

**3:00 p.m. - 3:15 p.m.**       **Break**

**3:15-4:15 p.m.**

**Item 7**

**Theme:**

**Conference Theme 2012**

Maricela C. Ramirez, CDE MEO consultant

- Discuss and select the theme for the 33rd Annual State Migrant Parent Conference

**Action Item**

**4:15-4:45 p.m.**

**Item 8**

**Theme:**

**Review**

Joanne D. Martin Ph.D

- Clarification
- Findings

**Information Item**

**4:45 p.m. – 5:00 p.m.**

**Public Comment**

Whatever person that wishes to direct himself to the State Council of Migrant Parents (SPAC) on themes that are not on the agenda of this meeting will have two minutes to address the council. The Council cannot respond or make decisions during public comment.

**0.0 Future Items:**

- 0.1 STAR (Standardized Testing and Reporting Program)
- 0.2 CELDT
- 0.3 District Service Agreements and Regional Applications
- 0.4 UCLA 2011 Summer Institute report
- 0.5 Annual Parent conference report
- 0.6 State Service Delivery Plan
- 0.7 SPAC training manual
- 0.8 Federal desk audit review 2011

California Department of Education  
**State Parent Advisory Council**  
Saturday, October 22, 2011  
Hawthorne Suites, Sacramento

**AGENDA**

**8:30 a.m. – 9:15 a.m.**

**Item 1 / Topic: Attendance List**

Director-purpose of the meeting  
Review and approve the agenda  
Correspondence  
President-Opening  
Introduction of Members  
Treasurer's Report  
SPAC consultant Introduction  
SPAC calendar of meetings

**9:15 a.m. – 10:00 a.m.**

**Item 2 / Topic: Achievements and Needs of Migrant Students**

Brian Centeno, Ed.D. Administrator, CDE / Migrant Education Office  
Type of Action: Information

**10:00 am – 10:15 a.m. Break**

**10:15 a. m. – Noon**

**Item 3 / Topic: Continuation achievements and needs of migrant students**

CDE Staff, Migrant Education Office (MEO)  
Type of Action: / Recommendation / Action

**Noon – 1:00 pm. Lunch**

**1:00 p.m. – 2:00 p.m.**

**Item 4/ Topic: State Service Delivery Plan**

CDE Staff, MEO  
Type of Action: Information / Recommendation / Action

**2:00 p.m. – 3:00 p.m.**

**Item 5 / Topic: District Services Agreement and Migrant Education Regional Application**

Elizabeth Golchert, CDE Consultant / MEO  
Type of Action: Information / Recommendation / Action

**2:45 p.m. – 3:00 p.m. BREAK**

**3:00 p.m. – 4:15 p.m.**

**Item 6 / Topic: Theme of the Conference**

Maricela C. Ramirez, Consultant CDE / MEO

- Discuss and select the theme of the 33rd Annual State Migrant Parent Conference
- Discussing and planning meetings calendar select Thirty-Third Annual State Migrant Parents Conference 2012
- Select the 2012 conference committee

Type of Action: Decision / Action

**4:15 p.m. – 4:45 p.m.**

**Item 7 / Topic: Summary**

- Clarifications
- Resolution

Type of Action: Information

**4:45 p.m. – 5:00 p.m.**

**Public Comment**

Any person wishing to address the State Migrant Parent Council (SPAC) on topics not on the agenda at this meeting will have two minutes. The Council can not respond or engage in a conversation on public comment.

**0.0 Tentative issues or topics for next meetings:**

- 0.1 STAR (Standardized Testing and Reporting)
- 0.2 State Service Delivery Plan – Sub Committees Report
- 0.3 Nominations of Officers
- 0.4 Gangs and drug prevention in schools
- 0.5 Annual Report of the 2012 Conference
- 0.6 June 2011 Federal Report Review
- 0.7 Region Audit
- 0.8 CAHSEE Report
- 0.9 CDE Report / MEO Attorney
- 1.0 Calendar of 2012 SPAC Meetings
- 1.2 SPAC Training Guide
- 1.3 2011 UCLA Program Report



**STATE COUNCIL OF MIGRANT PARENTS**  
**California Department of Education**

**Regular Meeting**

**Saturday November 5, 2011**  
**Doubletree Hotel, San Diego**

**AGENDA**

**8:30 a.m. - 9:15 a.m.**

**Item 1**

**Topic:** Roll Call  
Director-purpose of the meeting  
Review and approve the agenda  
Correspondence  
President-Opening

**9:15 a.m. - 10:00 a.m.**

**Item 2**

Robert's Rules of Order  
Elizabeth Mireles, Program Secretary / Coordinator of RAC  
meetings, Office of Migrant Education San Diego County, Region 9

Type of Action: Information

**10:00 a.m. - 10:15 a.m.                      Break**

**10:15 a. m. - 11:30 a.m.**

**Item 3**

Topic: Compilation of presentation notes Convention District  
Services and Migrant Education Regional Application October 22  
Elizabeth Golchert, Consultant / Office of Education Migrant  
Migrant State State Education Office (MEO)  
Type of Action: / Recommendation / Action

**11:30 a.m. - 1:00 pm.                      Lunch**

**1:00 p.m. - 3:00 p.m.**

**Item 4**

Topic: Effective programs for students learning English as a  
Second Language  
Ricardo Reyes, Program Specialist Office of Migrant Education  
San Diego County, Region 9  
Type of Action: Information / Recommendation / Action

**3:00 p.m. - 3:15 p.m.                      BREAK**

**3:15 to 3:30 p.m.**

**Item 5**

**Topic:** Summary Brian Centeno, Administrator, CDE / MEO  
• Clarifications  
• Resolution  
Type of Action: Recommendation / Action

**3:30 to 4:45 p.m.**

**Item 6**

**Topic:** 2012 Conference Planning  
Maricela C. Ramirez, Consultant CDE / MEO  
Type of Action: Recommendation / Action

**4:45 p.m. - 5:00 p.m.**

**Public Comment**

Any person wishing to address the State Migrant Parent Council (SPAC) on topics not on the agenda at this meeting will have two minutes. The Council cannot respond or engage in a conversation on public comment.

**0.0 Tentative issues or topics for next meetings:**

- 0.1 STAR (Standardized Testing and Reporting)
- 0.2 State Plan – information on parent and health components
- 0.3 ELD Report
- 0.4 Gangs and drug prevention in schools
- 0.5 Migrant Portal website
- 0.6 Federal Review Report June 2011
- 0.7 CAHSEE Report
- 0.8 Preparation Migrant Education Program Preschool Matt Russell November 19
- 0.9 SPAC Training Guide
- 1.0 UCLA Program Report 2011
- 1.2

**STATE PARENT ADVISORY COUNCIL  
California Department of Education**

**Regular Meeting**

**Saturday, November 19, 2011  
Doubletree Hotel, San Diego**

**AGENDA**

**8:30 a.m. - 9:15 a.m.**

**Item 1**

**Topic:** Roll Call  
Lupita Alcala Cortez, Deputy Superintendent, Instruction and Learning  
Support Branch: Introduction  
Brian Centeno, Ed.D., Administrator, Migrant Education Office:  
Purpose of the Meeting  
Correspondence  
Review and Approve Agenda  
Maria Medina, State Parent Advisory Council President: Opening

**9:15 a.m. - 10:15 a.m.**

**Item 2**

**Topic:** Migrant Education Program  
Preschool Readiness Assessment Results 2010-2011  
Matthew Russell Ed.D., Principal Investigator, Evaluation and Research  
Center, LLC  
**Type of Action:** Information / Action / Recommendation

**10:15 a.m. - 10:30 a.m. Break**

**10:30 a.m. - 11:30 a.m.**

**Item 3**

**Topic:** Continued Convention Services District and Regional Application:  
Analysis of Student Performance  
Elizabeth Golchert, Education Programs Consultant, Migrant Education  
Office (MEO)  
**Type of Action:** Information

**11:30 a.m. - 1:00 p.m. Lunch**

1:00 - 2:00 p.m.

**Item 4**

**Topic:**           **Effective Programs for Preschool Students Learning English as a Second Language**  
Fernando Rodriguez-Valls Ph.D., Professor, San Diego State University  
and Preschool Institute Trainer  
**Type of Action:** Information

2:00 - 2:15 p.m.     **Break**

2:15 to 3:45 p.m.

**Item 5**

**Topic:**           **State Migrant Parent Conference, select presentation theme for State Parent Advisory Council (SPAC) members**  
Maricela Ramirez, Education Programs Consultant, MEO  
**Type of Action:** Information/ Action / Recommendation

3:45 p.m. - 4:00 p.m.

**Public Comment**

Any person wishing to address the SPAC on topics not on the Agenda at this meeting will have two minutes. The Council cannot respond or engage in conversation on public comment.

0.0 Tentative issues or topics for next meetings:

0.1 State Service Delivery Plan - Report of the sub committees' parent information component -- likely candidate for State Migrant Conference workshop

0.2 STAR (Standardized Testing and Reporting) -- California Department of Education (CDE) staff to be determined -- for December meeting

0.3 Portal Migrant, Steve Keith, Butte County Office of Education, December 17 meeting

0.4 Audit the regions, Deputy Superintendent addressing in introductory remarks

0.5 CAHSEE Report, CDE staff to be determined -- for December meeting

0.6 Final Report Development for the SSPI/SBE/Legislature, WestEd, December 17 meeting

0.7 UCLA Program Report 2010

0.8 Effective practices for students learning English as a Second Language, Lilia Sanchez -- December 3 meeting

0.9 Gangs and drug prevention in schools

1.0 Federal Review Report -- June 2011, to be handed out at November 19 meeting

1.1 State Service Delivery Plan (translating document)

**STATE PARENT ADVISORY COUNCIL  
California Department of Education**

**Regular Meeting**

**Saturday, December 3, 2011  
Westin Hotel, Los Angeles**

**AGENDA**

8:30 a.m. – 9:15 a.m.

Item 1

Topic: Roll Call

Lupita Cortez Alcala, Deputy Superintendent, Instruction and Learning Support Branch:  
Welcome

Brian Centeno, Ed.D., Administrator, Migrant Education Office: Purpose of Meeting

Correspondence

Review and Approval of Agenda

Maria Medina, President, State Parent Advisory Council: Opening

9:15 a.m. – 10:15 a.m.

Item 2

Topic: Professor Jim Wilke, Contract Administrator for the Migrant Student Leadership Institute at the University of California, Los Angeles (UCLA) and Oscar Gomez, Program Coordinator for the Migrant Student Leadership Institute (UCLA)

**Type of Action: Information/Action/Recommendation**

10:15 a.m. – 10:30 a.m. Break

10:30 a.m. – 11:30 a.m.

Item 3

Topic: Greg Austin, Director, Health and Human Development Program WestEd / California Healthy Kids Survey (CHKS) "School Climate, Health, and Learning Surveys"

**Type of Action: Information/Action/Recommendation**

11:30 a.m. – 1:00 p.m. Lunch

1:00 p.m. – 2:30 p.m.

Item 4

Topic: Lilia Sanchez, California Department of Education / "Effective Practices for Students Learning English as a Second Language"

**Type of Action: Information/Action/Recommendation**

2:30 p.m. – 2:45 p.m.

Break

2:45 p.m. – 3:45 p.m.

Item 5

Topic: Ernesto Vela, Ph.D., Office of Migrant Education Monterey County, Region 16  
"Effective Programs for Students Who are Not in School/Out of School Youth (OSY) and are English as a Second Language Learners"

**Type of Action: Information/Action/Recommendation**

3:45 p.m. – 4:45 p.m.

Item 6

Topic: Fernando Rodriguez Valls, Ph.D., Professor, San Diego State University / Education Preparation for Presentation for State Parent Advisory Council Members at the Annual Parent Conference

**Type of Action: Information**

4:45 p.m. – 5:00 p.m.

Public Comment

Any person wishing to address the State Parent Advisory Council on topics not on the agenda of this meeting, will be given two minutes to speak. The Council cannot respond to or engage in conversation on public comments.

Topics for December 17, 2011 Meeting (Westin, Los Angeles):

- 0.1 Migrant Portal Program, Steve Klein of the Butte County Office of Education
- 0.2 Final SPAC Report for the State Superintendent of Public Instruction, State Board of Education and the State Legislature
- 0.3 Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE), John Boivin and Diana Hernandez, California Department of Education

**STATE PARENT ADVISORY COUNCIL  
California Department of Education**

**Regular Meeting**

**Saturday, December 17, 2011  
Westin Hotel, LAX**

**AGENDA**

8:30 a.m. - 9:15 a.m.

Item: 1

Topic: Attendance List

Lupita Cortez Alcala, Deputy Superintendent, Instruction and Learning  
Support: Welcome

Brian Centeno, Ed.D., Administrator, Migrant Education Office  
Purpose of the meeting

Correspondence

Review and approval of the agenda

Maria Medina, President, State Migrant Parent Advisory Council  
President-Opening Remarks

9:15 a.m. - 10:15 a.m.

Item: 2

Topic: Steve Klein, Professional Development Coordinator, California Migrant  
Education Portal Office of Education Butte County, "Efficient  
Practices and Strategies for Teaching Literature for Educators and Parents  
of Students of English as a Second Language"

**Type of Action: Information/Action/Recommendation**

10:15 am - 10:30 a.m. Break

10:30 a. m. –11:30

Item 3

Topic: John Boivin, Administrator, STAR Program and Assessment Transition Office and Diana Hernandez, Administrator, High School and Physical Fitness Assessment Office of the Assessment Development and Administration Division, "Introducing the Standardized Testing and Reporting (STAR) and California High School Exit Exam/High School Exit Exam (CAHSEE)"

**Type of Action: Information/Recommendation/Action**

11:30 - 1:00 pm. Lunch

1:00. - 3:30 p.m.

Item 4

Topic: Glenn Miller, Director of WestEd, Final Recommendations for the Report of the Statewide Parent Advisory Council to the State Superintendent of Public Instruction, Board of Education, and the State Legislature

**Type of Action: Information/Recommendation/Action**

3:30 p.m. - 3:45 p.m. BREAK

3:45 to 4:45 p.m.

Item 5

Topic: Fernando Rodriguez Valls, Ed.D., Professor, San Diego State University "Preparing for the Presentation of the State Parent Advisory Council at the State Migrant Parent Conference"

**Type of Action: Information**

4:45 p.m. - 5:00 p.m.

Public Comment

Any person wishing to address the State Migrant Parent Council (SPAC) on topics not on the agenda at this meeting will have two minutes. The Council cannot respond or engage in a conversation on public comment.



## **Appendix C**

### **Transcribed Notes from High Priority Recommendations SPAC Meeting – Los Angeles**

December 17, 2011

(with photos of each chart paper included)

#### **SPANISH NOTES**

##### **1. Programas de Apoyo**

Consejería más capacitada (8 flechas)

Maestros para preparar a los estudiantes para pasar el CAHSEE (6 flechas)

Currículo alineado a las necesidades estudiantiles  
(2 flechas)

Tutoría para mejorar el nivel académico del niño

Escuela de sábado

Apoyo a niños con necesidades especiales (2 flechas)

Apoyo preescolar (1 flecha)

#### **ENGLISH TRANSLATION**

##### **1. Academics / School Readiness**

Better trained counselors (8 checkmarks)

Teachers who will prepare students to pass the CAHSEE (6 checkmarks)

Curriculum which is aligned to student needs (2 checkmarks)

Tutoring to increase the academic level of the student

Saturday school

Support for children with special needs (2 checkmarks)

Preschool support (1 checkmark)

## **SPANISH NOTES**

### **2. Programas de Apoyo**

Mini conferencias

Programas de Cyber High para que los estudiantes puedan graduarse de la high school (2 flechas)

Que a los padres se nos dé más información de el programa Cyber High

Que recuerden que éste programa es para padres que no hablan inglés y que sea todo en español y podamos trabajar mejor (1 flecha)

Tener talleres que ayuden a los padres y no siempre sean repetitivos... (1 flecha)

## **ENGLISH TRANSLATION**

### **2. Academics**

Mini-conferences

Cyber High Programs so that students can graduate high school (2 checkmarks)

Provide more information to parents about the Cyber High Program

Please remember that this program is for parents that do not speak English, so please have everything in Spanish so we can work together better (1 checkmark)

Have workshops that help parents and not make them repetitive...(1 checkmark)

## **SPANISH NOTES**

### **3. Apoyo Académico**

Clases de verano, día extendido enfocándose en inglés y matemáticas (4 flechas)

Programas después de la escuela

Programas de sábado (2 flechas)

Académias estudiantiles (2 flechas)

Plan de Estudio (currículo) enfocado en niños aprendices de inglés (6 flechas)

Álgebra desde el 7<sup>o</sup> grado

Éxito académico viene después de un buen entrenamiento  
para los maestros a nivel académico

Énfasis en inglés académico (5 flechas)

## **ENGLISH TRANSLATION**

### **3. Academics**

Summer school, extended day classes focusing on English and  
mathematics (4 checkmarks)

After-school programs

Saturday programs (2 checkmarks)

Student academies (2 checkmarks)

Study Plan (curriculum) focusing on the students learning English (6 checkmarks)

Algebra from the 7<sup>th</sup> Grade onward

Academic success is gained after good teacher training at the academic level

Emphasis on Academic English (5 checkmarks)

## **SPANISH NOTES**

### **4. Apoyo Académico**

Más apoyo económico para nuestros niños en preescolar porque es la base de la educación (10 flechas)

Que sea equitativo en los empleados de calidad para el mayor éxito de los niños (3 flechas)

## **ENGLISH TRANSLATION**

### **4. Academics**

More adequate funding for our preschool kids because this is the base of their education (10 checkmarks)

That teaching quality be equitable so our students have the highest level of success (3 checkmarks)

## SPANISH NOTES

5. Entrenamiento para las Escuelas

Actualización con talleres efectivos para capacitarlos sobre el uso del internet (portal)

Evaluación temprana de los entrenamientos

Invertir dinero en maestros de calidad para tener buen resultado con nuestros hijos (2 flechas)

Más entrenamiento para los profesores y más supervisión  
para que cumplan con sus deberes (5 flechas)

Dar seguridad a los niños

## ENGLISH TRANSLATION

5. Professional Development

Effective workshops, bringing them up-to-date and  
training them on internet use (web portal)

Early evaluation of the trainings.

Invest funding on quality teachers so that we can have better results with our kids. (2 checkmarks)

More teacher trainings and supervision so that they fulfill their obligations (5 checkmarks)

Provide kids a safe environment

## **SPANISH NOTES**

6.Entrenamiento para las Escuelas

Salones con menos estudiantes (5 flechas)

Capacitación para los maestros y sus asistentes en los salones sobre las necesidades de los niños migrantes (1 flechas)

Entrenamiento para los maestros que trabajan con los niños migrantes para que estén alineados a las clases de escuela regular (12 flechas)

## **ENGLISH TRANSLATION**

6.Professional Development

Classrooms with less students (5 checkmarks)

Teacher and teacher assistant training in the classroom about migrant student needs. (1 checkmark)

Training for teachers who work with migrant kids, so that their regular class structure is aligned. (12 checkmarks)

## **SPANISH NOTES**

### **7. Jóvenes Migrantes Fuera de la Escuela (OSYs)**

Apoyo de consejería

Más énfasis en el involucramiento y seguimiento de los estudiantes (12 flechas)

Reclutamiento

Que se les pida a las regiones que comprueben que les dieron servicios productivos y que no sea dinero fácil para las regiones (6 flechas)

Que durante año escolar, los niños migrantes asistan a los programas de mayor necesidad para ellos (2 flechas)

Atender los programas de mayor necesidad para los niños migrantes dentro del año escolar. Ellos tienen prioridad. (2 flechas)

Consistencia y seguimiento efectivo en los servicios de los jóvenes

Programas para que los jóvenes practiquen sus destrezas o habilidades según su edad

## **ENGLISH TRANSLATION**

### **7.OSYs**

Counseling support

More emphasis on student involvement and tracking (12 checkmarks)

Recruiting

Ask the Regions to prove they have given productive services and that the regional funding not be so easy to attain. (6 checkmarks)

That during the school year, migrant students attend programs of greater need for them. They have priority. (2 checkmarks)

That services to youth are effectively reviewed and are consistent (with their needs)

Programs for youth so that they can practice their skills and abilities depending on their age.

## **SPANISH NOTES**

### **8. Jóvenes Migrantes Fuera de la Escuela (OSYs)**

Seguimiento al proceso académico del joven

Identificar a los jóvenes y darle seguimiento y apoyo para que obtengan su diploma (2 flechas)

Que el distrito no saque a los jóvenes que están en la escuela de continuación al cumplir 18 años. Así no habría tanto joven afuera de escuela sin su diploma (2 flechas)

## **ENGLISH TRANSLATION**

### **8.OSYs**

Tracking youth academic process

Identifying youths and following up with support so they can attain their (high school) diploma  
(2 checkmarks)

That the districts not remove youth who are in continuation schools upon turning 18 years of age.  
That way, there would not be so many youth out of school without their diplomas. (2 checkmarks)



## SPANISH NOTES

### 9. Involucramiento de Padres #28

Más talleres para los padres para poder ayudar a nuestros hijos en nuestro idioma incluyendo a los niños para que participen en colaboración (2 flechas)

Buscar algunas formas más efectivas de cómo hacer participar a los padres o que se involucren en sus escuelas y con sus hijos. (3 flechas)

Capacitar a los maestros con tácticas efectivas para hacer participar a los padres y que los directores también se involucren (5 flechas)

Que las juntas de SPAC sean 2 días, 1 por mes, y de 10 a 12 juntas. (3 flechas)

Padres comprometidos a participar y desarrollar sus habilidades, y conocimientos con “todos” (5 flechas)

## ENGLISH TRANSLATION

### 9. Parent Involvement #28

More parent workshops so we can help our kids in our own language and include student collaboration (2 checkmarks)

Find more effective ways to have parents participate and get involved in their schools and with their kids. (3 checkmarks)

Train teachers on more effective approaches on how to have better parent participation and have principals also get involved (5 checkmarks)

That the SPAC meetings be two days long, one per month, and there be 10-12 meetings (per year). (3 checkmarks)

Have parents be committed to participate, develop their skills and knowledge with “everyone” (5 checkmarks)

## **SPANISH NOTES**

### **10. Involucramiento de Padres**

Taller para padres y directores juntos, para poder trabajar más efectivamente

Como padre migrante, me considero que soy y somos muy valiosos para la educación de nuestros hijos, por ello el departamento tiene que tomar en cuenta nuestra seguridad a la hora de viajar, por ello debe darnos los 2 días de junta y no uno tan agotador (7 flechas)

Dar apoyo y no poner barreras para participación efectiva

## **ENGLISH TRANSLATION**

### **10. Parent Involvement**

Training for parents and directors together, so that we can work more effectively together.

As a migrant parent, I consider myself that I am, and we are, very valuable in the education of our kids; because of this, the Department should take into consideration our safety when we travel, (and) because of this, they should give us two days of meetings instead of one so tiring. (7 checkmarks)

Provide support, and not barriers, to (more) effective participation.

## **SPANISH NOTES**

### **11. Involucramiento de Padres**

Involucrarnos como padres con responsabilidad y decisión hacia el triunfo académico de los niños migrantes “en todo” (6 flechas)

## **ENGLISH TRANSLATION**

### **11. Parent Involvement**

Involve us as parents with responsibilities and decision making ability (ownership) to affect academic success of our migrant kids “with everything” (6 checkmarks)

## Appendix D

### California Migrant Student Supplemental Data

Created June 18, 2012

At the request of the Migrant Education Program State Parent Advisory Committee, the following data was compiled to complement data provided in the report related to California's migrant students. This data adds additional details regarding the academic performance of migrant education students.

#### California High School Exit Examination (CAHSEE) Test Results

For the 10<sup>th</sup> grade ELA CAHSEE exam results, the first time students take the exam, in 2009-10, 62% MEP students passed the test compared to 81% general population pass rate. In 2010-11, the rates were 66% for MEP and 82% for the general population.

#### English Language Arts (ELA)

2009-10 – Grade 10

##### All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
All Students Tested	478,099	385,196	81%	92,903	19%

##### Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Students Receiving Services	7,111	4,399	62%	2,712	38%

2010-11 – Grade 10

##### All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
All Students Tested	475,801	391,967	82%	83,834	18%

**Migrant Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Students Receiving Services	5,976	3,958	66%	2,018	34%

**Mathematics**

For the 10<sup>th</sup> grade Math CAHSEE exam results, the first time students take the exam, in 2009-10, 70% MEP students passed the test compared to 81% general population pass rate. In 2010-11, the rates were 76% for MEP and 83% for the general population.

2009-10 – Grade 10

**All Students Tested**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
All Students Tested	475,452	383,887	81%	91,565	19%

**Migrant Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Students Receiving Services	7,079	4,963	70%	2,116	30%

20101-11 – Grade 10

**All Students Tested**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
All Students Tested	473,428	391,519	83%	81,909	17%

**Migrant Education Program Participation**

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed
Students Receiving Services	5,946	4,517	76%	1,429	24%

## California English Language Development Test (CELDT)

In 2009-10, 66% of the tested MEP students classified as English Language Learners scored intermediate or higher on the CELDT Annual Assessment. 70% of the general population classified as English Language Learners scored intermediate or higher.

In 2010-11, 65% of the tested MEP students classified as English Language Learners scored intermediate or higher on the CELDT Annual Assessment. 69% of the general population classified as English Language Learners scored intermediate or higher.

CELDT	2009-10	2010-11
MEP	66%	65%
All	70%	69.1%

## California Standards Test (CST) / Standardized Testing and Reporting (STAR)

### English Language Arts (ELA)

In 2009-10, approximately 28.8% of the MEP students scored proficient or advanced on the CST ELA and in 2010-11 approximately 31.7% scored proficient or advanced compared to the overall population at 52.2% for 2009-10 and 54.1% for 2010-11.

CST ELA	2009-10	2010-11
MEP Participating	28.80%	31.7%
All	52.2%	54.1%

### Mathematics

In 2009-10, approximately 44.1% of the MEP students scored proficient or advanced on the CST Math and in 2010-11 and approximately 47.8% scored proficient or advanced compared to the overall population at 59.4% for 2009-10 and 62% for 2010-11.

CST Math	2009-10	2010-11
MEP Participating	44.10%	47.8%
All	59.4%	62%

### Algebra I

In 2009-10, approximately 21.9% of the MEP students scored proficient or advanced on the CST Algebra I and in 2010-11 approximately 25.1% scored proficient or advanced compared to the overall population at 30.9% for 2009-10 and 32.2% for 2010-11.

CST Algebra I	2009-10	2010-11
MEP Participating	21.90%	25.1%
All	30.9%	32.2%